

# Steeple Bumpstead Pre-school



Village Hall, Finchingfield Road, Steeple Bumpstead, HAVERHILL, Suffolk, CB9 7EA

## Inspection date

4 December 2015

## Previous inspection date

3 December 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The committee have not ensured that the necessary notification has been completed.
- Systems to monitor and improve the performance of staff are not sharp enough.
- Leaders do not have a clear picture of the strengths and weaknesses of the setting. This hinders their ability to make improvements.
- Children do not receive consistently good quality teaching. They make less progress in their learning as a result.
- Staff are not always effectively deployed. Therefore, children's needs are not consistently well met throughout the session.

### It has the following strengths

- The learning environment supports children's growing independence as they confidently move around choosing activities.
- Children behave well and play cooperatively together. They patiently take turns during play and follow rules, such as using timers when riding on the bicycles outside.
- Children's personal development and wellbeing are supported by the caring staff team. As a result, positive relationships between staff and children help to promote their emotional well-being.

## What the setting needs to do to improve further

**To meet the requirements of the Early Years Foundation Stage the provider must:**

### Due Date

- improve the leadership and management of teaching by providing precise and frequent staff supervision and performance monitoring so all develop their practice. 15/01/2016

**To further improve the quality of the early years provision the provider should:**

- establish effective ways to evaluate the quality of the pre-school and take rapid action to improve identified areas of development.
- ensure all children, including more-able children, receive good quality teaching and challenging learning opportunities throughout each day.
- review the deployment of staff to ensure that all children's needs are well met throughout the whole of the session.

## Inspection activities

- The inspector spoke with children, parents and staff.
- The inspector observed children playing and learning indoors and in the outdoor areas.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with a member of the committee and the manager of the setting. She looked at relevant documentation, such as self-evaluation documentation and evidence of the suitability and qualifications of staff working in the setting.

## Inspector

Susan Brockhouse

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The committee have made Ofsted aware of a new committee member but they have not met the legal obligation to give Ofsted all required information. Ofsted has not been able to carry out required checks to ensure that the registered body is made up of individuals who are suitable to be involved in childcare. However, the manager has a good understanding of the statutory requirements. The arrangements for safeguarding are effective. Staff have a robust knowledge and understanding of their role in safeguarding children. Recruitment and induction procedures for new staff are thorough to help ensure they all understand their responsibilities well. Management planning has not been reviewed frequently enough to provide a clear idea about how to develop and improve provision. Staff receive support in their roles to help them do a reasonable job through an annual appraisal and a mid-year review meeting. However, a system of regular supervision has yet to be implemented to further improve the quality of teaching. Good relationships with other settings and other professionals contributes to children's well-being.

### Quality of teaching, learning and assessment requires improvement

Children experience a mixture of good and weak teaching. Staff are encouraging; they spend time talking to children and at times, they ask questions that support and challenge children's thinking skills. At other times, however, some staff do not allow time for children to respond to questions and supervise children, rather than teach them. Staff observe and plan for individual children's learning but do not always implement them well enough to engage and stimulate all children to make progress. For instance, staff continue to offer a snowman making activity even though they have decided that it is not meeting the needs of the children. Staff use regular meetings to share information with parents and encourage them to contribute to children's learning.

### Personal development, behaviour and welfare require improvement

On occasions staff deployment is not effective and some minor unwanted behaviour goes unnoticed and unchallenged. However, children generally behave well. They are learning how to share and take turns. Children mostly follow the rules and some are confident to challenge appropriately to uphold the rules. For example, they show each other when the sand in the timer has emptied so they can have a turn on the bicycles. Staff are good role models for children. They treat each other and children with respect and kindness. The daily routine provides opportunities for children to play outside where they can practice their developing physical skills such as throwing balls into the basket and riding bicycles. Healthy snacks provided by the parents reinforces children's understanding of healthy eating.

### Outcomes for children require improvement

Children make typical progress for their age, although the quality of teaching requires improvement in order to help children to make good, or better, progress. Staff broadly support children to acquire the key skills required for their next stage in learning and, eventually, school.

## Setting details

<b>Unique reference number</b>	650139
<b>Local authority</b>	Essex
<b>Inspection number</b>	1025523
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Steeple Bumpstead Pre- School Committee
<b>Date of previous inspection</b>	3 December 2014
<b>Telephone number</b>	07805061169

Steeple Bumpstead Pre-school was registered in 1999 on the Early Years Register. It is situated in a village hall in Steeple Bumpstead, and is managed by a committee. The pre-school opens Monday to Friday, all year round. Sessions are from 9am until 12noon, and a lunch club is available every day until 1pm, except Tuesday. Children attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school employs eight members of staff. Of these, seven holds an appropriate early years qualification between level 5 and level 2 and one is an administrator.

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